



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*® for Preschool
With
*New Mexico Early Learning Guidelines Birth through Kindergarten***

This document aligns the content in the *New Mexico Early Learning Guidelines* with the goals and ideals of *The Creative Curriculum*® for Preschool. *The Creative Curriculum*® for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

- New Mexico Kids. (2011). *New Mexico early learning guidelines*. Albuquerque, NM: Author. Retrieved on April 4, 2013 from https://www.newmexicoprek.org/Docs/PreKMaterials2010_2011/ELGs_web_version_Jan11.pdf
- Teaching Strategies, LLC. (2010). *The Creative Curriculum*® for preschool. Washington, DC: Author.

<i>New Mexico Early Learning Guidelines</i>	<i>How The Creative Curriculum® for Preschool meets New Mexico Early Learning Guidelines</i>
Physical Development, Health and Well-Being	
1. The child independently uses gross motor control including balance, spatial awareness and stability.	
1.1. Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.	Demonstrates traveling skills Coordinates complex movements in play and games
1.2. Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e., "Duck, Duck, Goose").	Demonstrates balancing skills Sustains balance during complex movement experiences
2. The child independently uses fine motor skills.	
2.1. Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
2.2. Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects, and when dressing and undressing.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
2.3. Holds writing tool in pincer grasp to draw, scribble write, makes letter-like shapes and/or letters.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Uses three-point finger grip and efficient hand placement when writing and drawing
3. The child's behavior demonstrates health and hygiene skills.	
3.1. Shows increasing awareness of hygiene in handwashing, toileting, and/or dental hygiene.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

3.2. Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
4. The child demonstrates safe behaviors in increasing numbers of situations.	
4.1. Identifies potentially harmful objects, substances and behaviors.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
4.2. Increasingly follow classroom, school and safety rules most of the time.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

Literacy	
5. The child demonstrates development and expansion of listening skills.	
5.1. Listens with understanding to directions and conversations.	<p>Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others</p> <p>Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice</p>
5.2. Follows directions with increasing complexity.	<p>Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences</p>
5.3. Hears and discriminates the sounds of language in words to develop phonological awareness.	<p>Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends individual phonemes in words</p>
5.4. Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories</p>
6. The child communicates experiences, ideas and feelings through speaking.	
6.1. Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.	<p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p>
6.2. Asks and answers relevant questions.	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>

6.3. Engages in conversations that develop a thought or idea.	Uses appropriate conversational and other communication skills Engages in conversations Engages in complex, lengthy conversations (five or more exchanges)
7. The child engages in activities that promote the acquisition of emergent reading skills.	
7.1. Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
7.2. Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
7.3. Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
8. The child engages in activities that promote the acquisition of emergent writing skills.	
8.1. Experiments with a variety of writing tools, materials, and surfaces.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
8.2. Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
8.3. Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.	Demonstrates emergent writing skills Writes to convey meaning Letter strings

Numeracy	
Prekindergarten	
9. The child understands numbers, ways of representing numbers and relationships between quantities and numerals.	
9.1. Uses one-to-one correspondence in counting increasingly higher groups of objects.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
9.2. Uses numbers and counting as a means for solving problems and determining quantity.	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
9.3. Recognizes some numerals.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
10. The child demonstrates understanding of geometrical and spatial concepts.	
10.1. Recognizes, names, describes, compares and creates familiar shapes.	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
10.2. Describes and interprets spatial sense and positions.	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance

11. The child demonstrates an understanding of non-standard units to measure and make comparisons.	
11.1. Compares and uses language relating to time with increasing accuracy.	Compares and measures Makes simple comparisons between two objects
11.2. Anticipates, remembers, and describes sequence of events with increasing accuracy.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
11.3. Demonstrates emerging knowledge of measurement.	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
12. The child demonstrates the ability to investigate, organize, and create representations.	
12.1. Sorts, classifies, and groups materials by one or more characteristics.	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
12.2. Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Aesthetic/Creativity	
13. The child demonstrates appreciation for the arts (movement, music, visual and dramatic).	
13.1. Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	<p>Explores the visual arts</p> <p>Explores musical concepts and expression</p> <p>Explores dance and movement concepts</p> <p>Explores drama through actions and language</p>
Scientific Conceptual Understandings	
14. The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.	
14.1. Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	Uses scientific inquiry skills
14.2. Asks questions about the physical and natural worlds.	Uses scientific inquiry skills
14.3. Makes predictions and forms hypotheses.	Uses scientific inquiry skills
14.4. Uses various tools to gather information (i.e., thermometers, magnifiers, rulers, and/or balances).	Uses tools and other technology to perform tasks
15. The child acquires scientific knowledge related to life sciences.	
15.1. Explores, observes, and describes a variety of living things and distinguishes from non-living things.	Demonstrates knowledge of the characteristics of living things
15.2. Explores, observes, describes, and participates in a variety of activities related to preserving the environment.	Demonstrates knowledge of Earth's environment
16. The child acquires scientific knowledge related to earth science.	
16.1. Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.	Demonstrates knowledge of Earth's environment

Self, Family and Community	
17. The child exhibits self-awareness.	
17.1. Expresses needs and/or stands up for own rights.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Demonstrates knowledge about self
17.2. Makes choices and expresses likes and dislikes.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Demonstrates knowledge about self
17.3. Identifies own gender, family and culture.	Demonstrates knowledge about self
17.4. Expresses cultural influences from home, neighborhood and community.	Demonstrates knowledge about self Shows basic understanding of people and how they live
18. The child demonstrates self-control.	
18.1. Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations).	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
18.2. Increasingly expresses feelings through appropriate gestures, actions, and language.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
19. The child demonstrates personal responsibility.	
19.1. Cares for personal and group possessions.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
19.2. Begins to accept the consequences of his or her own actions.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

20. The child works cooperatively with other children and adults.	
20.1. Plays and interacts with various children, sharing experiences and ideas with others.	Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children
20.2. Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	Participates cooperatively and constructively in group situations Solves social problems Resolves social problems through negotiation and compromise
21. The child develops relationships of mutual trust and respect with others.	
21.1. Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.	Establishes and sustains positive relationships Responds to emotional cues Recognizes that others' feelings about a situation might be different from his or her own
21.2. Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
21.3. Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.	Shows basic understanding of people and how they live
22. The child demonstrates knowledge of neighborhood and community.	
22.1. Identifies, discusses and dramatizes duties of a variety of common community occupations.	Shows basic understanding of people and how they live
22.2. Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.	Demonstrates knowledge about self

Approaches to Learning	
Prekindergarten	
23. The child is open and curious to learn new things.	
23.1 Demonstrates eagerness to find out more about other people.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
23.2. Shows interest in exploring the environment, learning new things and trying new experiences.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
24. The child takes initiative.	
24.1 Initiates interaction with peers and adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
24.2. Develops increasing independence during activities, routines, and play.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks

25. The child exhibits imagination and creativity.	
25.1. Tries new ways of doing things.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
25.2. Uses imagination to generate a variety of ideas.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
25.3. Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
26. The child shows confidence.	
26.1. Demonstrates increasing self-confidence through interactions with others.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
27. The child displays persistence and pursues challenges.	
27.1. Focuses and completes a variety of tasks, activities, projects, and experiences.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
27.2. Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
28. The child uses problem solving skills.	
28.1. Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it